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ABSTRACT

This document reports the design, methodology, and results of a study that examined the usefulness of Brigham Young University's (BYU) library school research courses. A questionnaire requesting opinions about the courses and how the skills learned in these courses were used on the job and in professional activities was mailed to a random sample of 230 1969-1980 BYU library school graduates. Of particular interest were professional reading, publishing, workshop/seminar presentations, participation in professional organizations, and research projects. It was found that the majority of the 112 respondents did not participate in formal research projects but most did use research skills in activities such as informal data gathering for problem solving. Respondents were generally more positive than negative in their opinions about the courses and their usefulness, but important objections led to the conclusion that although research courses are important in library school, the time allotted for the actual project and the preparation for projects requiring statistical skills needed to be increased. Some suggestions for alteration of the courses included requiring a short publishable article instead of the traditional thesis length paper and offering an expanded statistics course in addition to the limited introduction to statistics skills currently offered. (Author/THC)

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PERCEPTIONS OF BYU LIBRARY SCHOOL RESEARCH COURSES AND THEIR APPLICATIONS

by

Gayla Marie Staples

A Research Paper

Submitted to the

School of Library and Information Sciences

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ABSTRACT

This study examined the applicability of Brigham Young University's library school research courses. A questionnaire was sent to a random sample of all BYU School of Library and Information Science graduates from 1969-1980. Perceptions of the BYU research courses were requested as well as how and to what extent research skills are now used in formal research projects and in other professional activities. Particularly of interest were: professional reading, publishing, workshop/seminar presentations, participation in professional organizations, and research projects.

The data were tabulated and analyzed using the SPSS program, primarily the frequencies and crosstabs subprograms. It was found that the majority of respondents did not participate in activities directly related to research such as formal projects, but that they participated in other indirectly related activities such as gathering data to help solve problems. The graduates' ratings of the courses' helpfulness in developing skills related closely with their use-frequency rating of the same skill.

Respondents were generally more positive than negative in their responses, but some possible weaknesses of the courses were revealed. One conclusion was that teaching research skills in library school was important, but that methods could possibly be altered to help reduce some of the graduates' objections to the courses such as lack of time, and the failure of the courses to prepare the students adequately for the project.

ACKNOWLEDGMENTS

There are many who helped me through this project both directly and indirectly. I would especially like to thank Dorothy Shields for her patient scrutiny and helpful insights, my classmates for their suggestions and support, Keith Stirling and Nathan Smith for their statistical help, and Dr. Stirling also for the idea for the project. Others, such as my office partner Charla Jensen, have given me tremendous emotional support by joining my misery when the pressure was on, and by stopping with me to smell the roses in spite of the storm.

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Chapter 1

THE PROBLEM

The importance an occupation places on research and the professional standing of that occupation go hand in hand.[1] "Research is the key ingredient for librarianship as for all other mature professions."[2] Statements such as these can be found throughout library literature. Yet, most of the sources consulted agree that even though substantial progress has been made, research is still generally not emphasized enough either in library education or librarianship.

The School of Library and Information Sciences (SLIS) at Brigham Young University, however, is one of a few master's level library schools which has emphasized the formal teaching of research from its beginning in 1966. Part of the reason for this emphasis is that the BYU faculty believe that "many library decisions are best approached by the application of good research procedures."[3] Though no studies have been found to either support or reject this claim, skills in research was one of five major competencies Miele found necessary for professionals in library and information science. He based this conclusion on the objectives of the National Commission of Library and Information Science.[4]

If research skills are one of the major competencies needed, the responsibility of the library school to teach these skills is obvious. Yet statistics show that only 39.7 percent of accredited American library schools require any kind of research methods course,

and even fewer require that any actual research project be carried out.[5]

Brigham Young University requires not only that all SLIS students complete a research methods course, but also a research project. There are many questions to be answered concerning this research emphasis. This study sought to shed light on a few of these.

Statement of the Problem

What implications for library education at BYU can be found by studying BYU SLIS graduates': 1) perceptions of the BYU SLIS research courses; 2) applications of knowledge gained from the courses; and 3) selected personal characteristics?

Fuller Definition of the Problem

As Marchant and Smith point out, there are few data to show how well the research emphasis of the BYU library school works.[6] If one purpose of any library school is to prepare graduates for professional employment, then courses teaching professional skills used on the job would seem important. Participation in research projects after graduation is only one indication that research courses have value. Since graduates may use research skills in a variety of professional activities, this study considered professional reading, publishing, workshop/seminar presentations, and affiliation with professional organizations. Major changes in the research courses in 1972 and 1978 suggest that comparisons of classes before and after those two periods might provide some additional insight.

Perceptions concerning the research courses include the extent respondents felt research skills were developed, likes and dislikes of the courses, and the influence of different factors on their research projects. Application of research skills includes perceptions of the extent the skills are now used, influences on present research, and reported participation in research projects, professional reading, publishing, seminar/workshop presentations, and professional organizations. Selected personal characteristics of the graduates include year they graduated, type of institution served, length of professional employment, and degrees held.

Delimitations of the Problem

This project did not attempt to prove definite cause/effect relationships, nor did it attempt to measure skills actually learned or used, but was a measure of the respondents' perceptions. The project did not attempt to evaluate the degree of professionalism of respondents or the quality of their research and related activities. Nor did it survey faculty or employers concerning research courses or their applications. The random sample was selected from BYU SLIS graduates whose addresses were known by the school.

Hypothesis

It was predicted that positive relationships would be discovered between the graduates' perceptions and applications of the research courses.

Importance of the Study

This study is useful for two major reasons. First, it provides data to help determine the applicability of research courses in on-the-job librarianship. Second, it gives the BYU library school some basis for evaluation of its research courses.

Even though there has recently been increased emphasis on research courses in library schools, in 1978 Houser and Schrader concluded that there is no research front in library science if this is judged by what is taught in library schools.[7] If this statement is true, then it is important that studies be done at BYU and other schools which emphasize research to determine if these courses are useful to students after they graduate. If they are, then it is important that other schools consider emphasizing research more.

NOTES

[1]Edward C. Carroll, The Professionalization of Education for Librarianship (Metuchen, New Jersey: Scarecrow Press, 1970), p. 203.

[2]Robert D. Stueart, "Great Expectations: Library and Information Science Education at the Crossroads," Library Journal, 106 (October 15, 1981), 1991.

[3]Maurice P. Marchant and Nathan M. Smith, "The Research Thrust of Brigham Young University's Library School," Journal of Education for Librarianship, 20 (Fall, 1979), 129.

[4]Anthony Miele, "Library Research--Past, Present, and Future," Journal of Education for Librarianship, 20 (Fall, 1979), 137.

[5]Laurel Grotzinger, "Characteristics of Research Courses in Masters' Level Curricula," Journal of Education for Librarianship, 17 (Fall, 1976), 88.

[6]Marchant and Smith, p. 134.

[7]L. Houser and Alvin M. Schrader, The Search for a Scientific Profession: Library Science Education in the U.S. and Canada (Metuchen, New Jersey: Scarecrow Press, 1978), pp. 124-25.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Leedy calls research "a systematic quest for undiscovered truth."[1] Every profession has truths to discover. Even as early as 1929, Works recognized the importance of research: "Any professional field should have a body of workers whose main concern is research. Research is necessary for the progress of any profession."[2]

In the past, library science was viewed as a practical profession, and resistance to research was strong for several decades.[3] In the 1930s Williamson said there was a prejudice among librarians against "subjecting their activities to scientific scrutiny."[4] Many believe that there is still much of this attitude today.[5]

Stone showed that research and writing are not on the priority list of many practicing librarians. They prefer more informal professional development activities.[6] In an earlier study she showed that over 80 percent of practicing librarians showed no research activity. It has been characteristic of librarianship to let specialists from other fields study the needs of librarianship. "Rarely does sustained research ensue on the part of librarians themselves."[7]

However, most admit that considerable progress has been made toward emphasizing research in librarianship, especially in the past

two decades. Since the 1960s, the status of research in librarianship has steadily improved and it has been recognized that libraries would be "increasingly unable to satisfy demands of patrons unless intensive investigations were conducted in areas of major difficulty."[8]

Research in library schools has helped support the claim that librarianship is a profession. However, many practicing librarians don't agree that library schools lead the library profession's progress. Some practitioners complain that library schools teach only existing practice and leave the innovating to practitioners. In addition, many feel that too much of research done in library schools is not related to the realities of library work.[9] Miele's findings support the second complaint. Librarians in his study felt that library schools need to do more practical studies oriented toward user needs and fewer theoretical and background studies.[10]

Many recognize the need for more cooperative research among library schools and practitioners. Using experts from other disciplines is also important. Often library research is too much an isolated and individual effort rather than a team effort.[11] Ruth Margaret Katz concludes that researchers often do not recognize the practitioners' contribution to research which results from a knowledge of the real world.[12]

Havelock believes that the professional school within the university "is the linking institution between research and practice."[13] One evidence of this link is that the schools "generate much of the applied research which constitutes the expert knowledge

of the profession."[14] In these statements Havelock is referring to professional schools in general, not library schools specifically.

Evidence shows that library schools generally still have much progress to make in contributing to research and teaching of research skills. Houser and Schrader concluded in 1978 that knowledge transmitted in library schools is based more on experience and practice than research, and that if one judges library science by what is taught in library schools, the profession has no research front.[15]

Several studies show that competencies in a variety of research skills are becoming more and more necessary for library and information science professionals.[16] It is generally agreed that the library educator has a responsibility to stimulate interest in research and to train students in research skills.[17] Yet many have found that research has a low value among many library school faculty.[18] Teaching of research skills does not seem to be emphasized in most schools. From three studies carried out between 1956 and 1974, more than 75 percent of library schools offered research methods courses, but the majority did not require them. The 1974 study showed that only 22 percent of accredited library schools require research courses.[19] A more recent study stated that while 39.7 percent require a basic research course, almost none of them require actual research at the masters level.[20]

Most research courses now being taught introduce students to beginning research methods. They deal with a basic approach on how to do research. The majority of classes include some basic

statistics and show a high support for the use of the scientific method.[21] However, there are many differences of opinion about what should be taught in research courses. For example, Wyllys believes that more advanced statistics methods should be taught[22] while Brittain maintains that only basic statistics are necessary.[23] A problem some encounter in providing research courses is in finding qualified instructors. Although this trend is changing, the majority of library school instructors have been former practicing librarians with little research background.[24] Apparently, this is more true outside the United States. According to Wilson, 63 percent of faculty in accredited American library schools now hold doctorates.[25] Another problem with research courses is that objectives vary widely or have not been formally stated.[26]

The sequence of research courses at Brigham Young University is unique. In Grotzinger's study, BYU was the only school requiring three courses including an actual research project.[27] Even in 1968-70, BYU required completion of a project. At that time, however, the project was done under individual advisement after completion of one basic research course.[28] In 1970-72 there was still only one three-credit research course. It was described in the BYU 1970-72 General Catalog as follows: "Bases, methods and techniques of research. Experience in manipulating data. Statistical computer programs will be used and research project completed under individual advisement."[29] Before 1972 objectives were very vague and teachers could structure the course to their discretion.[30]

There was a major change by fall of 1972 and according to the 1973-74 BYU General Catalog, a three course research sequence

had been structured. The first course taught basic research methods. Two seminars in which research projects were carried out completed the series. Emphasis was placed on the fact that students participated in critiquing the papers of other students in the class.[31] By 1977 the method of teaching the seminars was becoming fairly standard. It was eventually outlined in a booklet entitled Research Project Instructions, which was officially adopted in 1978.[32] Objectives given for the courses include: "1. To develop an attitude of problem awareness. 2. To acquire a knowledge of research methodologies. 3. To provide experience in analyzing research of others. 4. To provide experience in doing research of various types."[33] The major reason given for the research emphasis at BYU is that "the ability to evaluate and use the research of others and to do original research yourself is one of the marks of professional librarians."[34]

The applications of research skills learned in courses may deal with more than just performing actual research projects. Very little literature was found concerning any applications studies. Professional reading and publication are related to research since both reading and writing are part of research. Quite a lot of literature deals with research and publication records of library school faculty, but little could be found dealing with publication and reading of librarians in general. Stone found that those practitioners who engage in research also tend to publish more.[35] She also showed that librarians read a lot more, attend more seminars, and participate in more professional organizations than they research or publish.[36] Although the necessity of publishing has recently increased for some library and information professionals such as

academic librarians,[37] no studies more recent than Stone's have been found to indicate whether this is true for library and information science professionals in general.

In spite of the scarcity of studies on the applicability of research skills learned in courses, many acknowledge that they are necessary. Brittain concludes that: "The operation of many library and information centers involves collection and analysis of data in order to monitor performance and carry out effective planning of library and information services."[38] Stueart claims that "too few practitioners recognize the importance of their research and the impact it should have on planning."[39] Marchant and Smith suggest that many library decisions can be made by the application of good research procedures.[40] Bramley points out that if students gained no other benefits from doing research at least they became familiar with research methods used by scholarly patrons of the library. They would therefore be more effective librarians.[41]

Each of these views suggests that students will use the skills learned in research courses as practicing librarians. However, Wasserman presents an opposing view to the value of writing research papers.

> One difficulty in library education may be the rigidity of performance conditioned by the writing of papers and consequent communicating with one another only in academic rather than in real terms. . . . When they speak of research for courses, it is frequently the sterile and irrelevant paper to which they refer. . . .They insist upon knowledge that is objective in the sense that others can be told how it was acquired and can repeat the same operation and learn the same things . . .but this kind of effort has a pattern of logic which neglects to take account of individual experience. And such course work tends to have little effect on the rest of a student's life.[42]

Is Wasserman right or do students apply what they learned in research courses the rest of their lives? This study hopes to provide a beginning toward answering that question.

NOTES

[1]Paul D. Leedy, Practical Research Planning and Design (New York: Macmillan, 1980), p. 9.

[2]George A. Works, "The Graduate Library School of the University of Chicago," Libraries, 34 (July, 1929), 311.

[3]Edward C. Carroll, The Professionalization of Education for Librarianship (Metuchen, New Jersey: Scarecrow Press, 1970), p. 186; Jesse H. Shera, The Foundations of Education for Librarianship, (New York: Becker and Hayes, 1972), pp. 416-17.

[4]Shera, p. 416, citing C.C. Williamson, "Place of Research in the Library," Library Quarterly, 1 (January, 1931), 10.

[5]Ibid.

[6]Elizabeth Stone, "A Quest for Expertise: Librarian's Responsibility," College and Research Libraries, 32 (November, 1971), 433.

[7]Elizabeth W. Stone, Professional Development of Librarians (Metuchen, New Jersey: Scarecrow Press, 1969), pp. 78-79.

[8]John Dean, Planning Library Education Programs (London: Andre Deutsch Ltd., 1972), p. 89.

[9]Gerald Bramley, World Trends in Library Education (London: Clive Bingley, 1975), pp. 10-11.

[10]Anthony Miele, "Library Research--Past, Present, and Future," Journal of Education for Librarianship, 20 (Fall, 1979), 8.

[11]Robert G. Cheshier, "Research and the Practicing Librarian," Journal of Education for Librarianship, 20 (Fall, 1979), 143; Robert D. Stueart, "Great Expectations: Library Education at the Crossroads," Library Journal, 106 (October 15, 1981), 1991; Shera, p. 148; and others.

[12]Ruth Margaret Katz, "Library Education and Library Research: An Analysis of Institutional and Organizational Content" (PhD Dissertation, Rutgers University, 1975), p. 67.

[13]Ronald G. Havelock, Planning for Innovation through Dissemination and Utilization of Knowledge (Ann Arbor: Institute for Social Research, University of Michigan, 1976), pp. 111-16, cited by L. Houser and Alvin M. Schrader, The Search for a Scientific Profession: Library Science Education in the U.S. and Canada (Metuchen, New Jersey: Scarecrow Press, 1978), p. 20.

[14]Ibid.

[15]Houser and Schrader, pp. 124-25.

[16]Miele, p. 137; Stephen Dale Fitt, "Current and Projected Competencies Needed by Library School Graduates" (M.L.S. Project, Brigham Young University, 1975), pp. 25-27; J.M. Brittain, "Teaching Quantitative Methods in Library School," Journal of Librarianship, 9 (April, 1977), 110.

[17]Miele, pp. 140-41; Dean, p. 93; Houser and Schrader, p. 75; Herbert Goldhor, ed., Education for Librarianship: the Design of the Curriculum of Library Schools (Urbana, Illinois: Board of Trustees of University of Illinois, 1971), p. 43.

[18]Houser and Schrader, p. 80.

[19]Houser and Schrader, p. 83.

[20]Laurel Grotzinger, "Characteristics of Research Courses in Masters' Level Curricula," Journal of Education for Librarianship, 17 (Fall, 1976), 88.

[21]Grotzinger, p. 91.

[22]Ronald E. Wyllys, "Teaching Descriptive and Inferential Statistics in Library Schools," Journal of Education for Librarianship, 19 (Summer, 1978), 3.

[23]Brittain, p. 110.

[24]Brittain, p. 114; W.L. Saunders, "Research at the University of Sheffield Postgraduate School of Library and Information Science," International Library Review, 11 (April, 1979), 202.

[25]Pauline Wilson, "Factors Effecting Research Productivity," Journal of Education for Librarianship, 20 (Summer, 1979), 4.

[26]Grotzinger, p. 92.

[27]Grotzinger, p. 88.

[28]Brigham Young University, Brigham Young University Bulletin Catalog of Courses 1968-70 (Provo, Utah: BYU, 1968), p. 346.

[29]Brigham Young University, Brigham Young University Bulletin General Catalog 1970-1972 (Provo, Utah: BYU, 1970), p. 371.

[30]Victor Purdy, faculty member of The School of Library and Information Sciences, BYU, personal interview, Provo, Utah, November 5, 1981; Maurice P. Marchant, director of The School of Library and Information Sciences, BYU, personal interview, Provo, Utah, November 5, 1981.

[31]Brigham Young University, Brigham Young University Bulletin General Catalog 1973-1974 (Provo, Utah: BYU, 1973), pp. 365-66.

[32]Marchant, personal interview, November 5, 1981; Purdy, personal interview, November 5, 1981.

[33]School of Library and Information Sciences, "Research Project Instructions," (Provo, Utah: Brigham Young University, 1978), p. 1.

[34]Ibid.

[35]Elizabeth W. Stone, Professional Development of Librarians (Metuchen, New Jersey: Scarecrow Press, 1969), pp. 78-79.

[36]Ibid.

[37]Ronald Rayman and Frank William Goudy, "Research and Publication Requirements in University Libraries," College and Research Libraries, 41 (January, 1980), 47-48.

[38]Brittain, p. 108.

[39]Stueart, p. 1991.

[40]Maurice P. Marchant and Nathan M. Smith, "The Research Thrust of Brigham Young University's Library School," Journal of Education for Librarianship, 19 (Fall, 1979), 39.

[41]Bramley, p. 173.

[42]Paul Wasserman, "Professional Adaptation: Library Education Mandate," Strategies for Change In Information Programs, ed. William E. Hug (New York: Bowker, 1974), p. 17.

Chapter 3

RESEARCH METHODOLOGY

In order to discover relationships among BYU SLIS graduates' perceptions of the research courses, their applications of knowledge from the courses, and selected personal characteristics, a questionnaire was developed from the literature and with the help of faculty advisors. This questionnaire was evaluated by selected faculty and students and was sent to a computer-selected random sample of 1969-1980 BYU SLIS graduates whose addresses were available. Originally it had been decided to survey only those who were employed in the LIS profession, but the records showed no certain way to determine this. Of the approximately 500 graduates, 230 were sampled.

In order to determine which classes to study, informal interviews were conducted with two faculty members and the back catalogs of BYU courses were examined so that it could be determined where major changes took place. After it had been established that the major changes took place in 1972 and 1978, it was decided to study classes both before and after those periods, taking a sampling from 1969-1980 classes. Because another student was doing a similar project with the 1978-81 classes, graduates chosen from those years for this study received both questionnaires in the same envelope. (See Appendix for cover letter and questionnaire.)

The survey contained three sections. Section I asked for personal characteristics such as length of employment, type of

institution served, year of graduation, and degrees held. Section II surveyed the graduates' participation and interest in research projects, professional reading, publishing, seminar/workshop presentations, and professional organizations. Section III surveyed the perceptions of respondents concerning the BYU SLIS research courses and their professional applications. It asked the respondents to rate the extent they felt different research skills were developed in the courses, the extent they felt these skills are now of use to them, and the influence different factors had on their research in the BYU courses and on the job.

Ideas for questions concerning skills and influencing factors were obtained from studies of Kay, Christ, Grotzinger, and Bramley.[1] Questions concerning the research related activities were adapted from Stone's study.[2] Suggestions were also made by several BYU SLIS faculty members.

The data were tabulated and analyzed using the SPSS program, primarily the frequencies and crosstabs subprograms. For open-ended questions, categories were determined and numbers assigned to enable computer analysis. Important ideas and additional information were extracted from questions asking for comments.

In the computer analysis major comparisons were: 1) ratings of skills developed in the research courses with those of the skills now used; 2) research-related activities with ratings of skills developed and used; 3) year of graduation with research related activities, skills developed and skills used; 4) length of employment with skills used and research related activities; 5) factors which influenced research both in the courses and on the job with

skills developed, skills used, and participation in research and related activities; and 6) type of institution served with skills used and participation in research related activities.

Of the over 1,000 crosstabs tables generated from the above types of comparisons, about 200 showed data at a significance of about .05 or smaller. Since none of these tables had the required number of expected values in each cell to make the significance level accurate, selected tables were collapsed to provide reliable comparisons.

NOTES

Carolyn Kay, "Research Training at the Master's Degree Level In A.L.A. Accredited Library Schools, 1956" (M.L.S. Thesis, University of Texas, 1960), pp. 50-53; John M. Christ, Toward a Philosophy of Educational Librarianship (Littleton, Colorado: Libraries Unlimited, 1972), p. 126; Laurel Grotzinger, "Characteristics of Research Courses in Masters' Level Curricula," Journal of Education for Librarianship, 17 (Fall, 1976), 85-97; Gerald Bramley, World Trends in Library Education (London: Clive Bingley, 1975), p. 172.

Elizabeth W. Stone, Professional Development of Librarians (Metuchen, New Jersey: Scarecrow Press, 1969), pp. 69-80.

Chapter 4

ANALYSIS OF THE DATA

Of the 230 questionnaires mailed to BYU SLIS graduates, 112 valid responses were returned. Fifteen others which were unforwardable were also returned. Many interesting trends and relationships were discovered. The data will be discussed first in terms of the frequencies, then in terms of relationships discovered through crosstabulations. Those relationships discussed will be primarily those which were significant at the .05 level or better.

Frequencies of Selected Personal Characteristics

Of the data gathered concerning personal characteristics, the type of institution served, years of library employment since MLS, and year MLS was received, seemed important to mention. The responses were nearly evenly distributed in the type of institution served. Of the 111 valid responses, 19.8 percent served in special libraries. Many of these indicated their position to be genealogy librarian. Twenty-two and one half percent of the respondents indicated "other" for the type of institution served. With the exception of one who taught in a library school, most of these were either employed in another profession or unemployed. University and college librarians together comprised 20.7 percent of the sample; public librarians, 18.0 percent; and elementary and secondary school

librarians, 18.9 percent.

The data showed that 93.6 percent of the respondents have been employed in the field of library and information science at least one year since receiving their M.L.S. Nearly half have been employed more than five years, while only 25.7 percent have been employed in the field three years or less.

Regarding year of graduation, 30.4 percent of the respondents received their M.L.S. from 1975 to 1977, 27.7 percent from 1972 to 1974, 21.4 percent from 1978 to 1980, and 20 percent from 1969 to 1971. This provided a fairly representative sample of each of the time periods.

Frequencies of Research and Related Activities

Only 41 percent of the respondents belonged to American Library Association whereas 71 percent belonged to at least one state LIS organization. Only 35 percent of the sample held one or more office in a professional organization, and 16 percent held two or more offices, but 65 percent held no offices.

Although 56.4 percent of the sample had presented no seminars or workshops recently, almost 25 percent had presented two or more seminars/workshops in the past two years. The data indicated that 76 percent of graduates read LIS journals or books for at least one hour per week. Twenty-four percent indicated zero hours of LIS reading. It must be recalled, however, that about 22 percent were not presently employed in the LIS field. A substantial 19 percent read four or more hours per week.

Even though 64.2 percent of the sample report no publications in the past two years, the data revealed that nearly 18 percent reported two or more publications. All those who were in the "unspecified number" category used words like "many" or "several," which mean more than two. The data also showed that of the 35.8 percent who published, 28 percent reported professional publications and 12 percent reported non-professional publications.

The response to question II-F, asking respondents to rate their interest in doing LIS research given adequate time and tools, revealed a greater amount of interest than lack of it. About 47 percent responded that they were interested or very interested, while only 27.7 percent indicated little or no interest. The rest indicated they had some interest.

When asked to recall the number of times in the past year they had gathered data to help solve professional problems, 28.6 percent reported zero times. However, the same percentage reported gathering data to solve problems an unspecified number of times, which in every case was identified as meaning numerous, many, or constantly. The majority (71.4 percent) reported gathering data at least once.

Little participation in formal research projects was reported by the respondents. Only 13.1 percent reported any formal research projects. However, 61.2 percent of those responding also reported that they are allowed no on-the-job time for research and publishing activities. Only 21.4 percent are allowed more than 5 percent.

Frequencies Concerning Perceptions of Research Courses and their Applications

Question III-A asked respondents to indicate their major likes and dislikes of the research courses at BYU library school. Since this was an open-ended question, the questionnaires were read and categories assigned. Tables 1 and 2 indicate in order or rank, the major likes and dislikes mentioned by the respondents. Table 1, for example, reveals that of the 78 who responded to the question, 41 mentioned that they liked gaining a general understanding of research and its tools. Learning computer analysis skills and the instructor were the next most ofter. mentioned as being liked.

Table 1

What Respondents Liked About Research Courses

Like	Rank	Frequency	Percentage of Sample
Gaining general understanding of research and tools	1	41	52.6
Learning computer/analysis skills	2	22	28.2
Instructor	3	19	24.3
Open topic choice	4	11	14.1
Peer input	5	7	8.9
Learning writing skills	6	5	6.4
Searching literature	6	5	6.4
Applicability in real world	6	5	6.4
Gaining confidence in ability to do research	9	4	5.1
Small classes	10	1	1.3

A total of 78 responded to this question. This figure was used to calculate the above percentages.

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Of the 68 who listed things they disliked about the courses, 16 specifically mentioned that they disliked the feeling of inadequate preparation for doing the research project. The two dislikes mentioned most often were dislike of too much work for too little credit and dislike of instructor or teaching methods. It should be noted that there were not only a greater number that answered the question concerning what they liked, but a greater number mentioned more than one thing they liked.

Table 2

What Respondents Disliked About Research Courses

Dislike	Rank	Frequency	Percentage of Sample
Inadequate preparation for project	1	16	23.5
Irrelevancy to real world	2	13	19.1
Amount of time spent for too little credit	3	11	16.1
Instructor or teaching methods	4	10	14.7
Overemphasis of statistical, scientific methods	5	9	13.2
Strict structure, inflexibility	6	8	11.7
Lack of sufficient feedback	7	6	8.8
Emphasis on format, mechanics	8	5	7.4
Peer critiques	9	3	4.4

A total of 68 responded to this question. This figure was used to calculate the above percentages.

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When asked to rate the research courses overall, only 19.6 percent rated the research courses as poor or very poor in helping prepare them for their jobs, while 46.1 percent rated them as good or excellent. Only if "fair" is considered a negative response, would a slight majority have responded negatively.

A summary of the factors influencing both the BYU research project and current research is in Table 3. The factors are ranked according to the seriousness of the problems encountered as a student enrolled in the BYU research project. The table reveals that lack of time was the greatest problem with both the BYU research project and present research. Ability to understand and manipulate data ranked as the second most negative influence on the BYU project and third most negative on present research. Lack of writing ability seemed to be a greater problem with the project than with present research. On the other hand, lack of funds was a greater problem in the current research than with the BYU project.

Ability to recognize and state problems and personal background were not ranked as a great problem in either the BYU project or persent research. Attitude toward research was the third most positive influence in both areas. There was a great difference between the responses concerning cooperation from faculty on the BYU project and coooperation from staff on research now. While faculty cooperation was ranked the most positive influence on the BYU project, staff cooperation was only the sixth most positive influence on current research.

Table 3

Influences on BYU Project and Research Now

Influence	BYU Project				Research Now			
	Rank by most negative factor	negative response total responses	Rank by most positive factor	positive response total responses	Rank by most negative factor	negative response total responses	Rank by most positive factor	positive response total responses
Time availability	1	32/101	7	43/101	1	48/91	8	15/91
Ability to understand and manipulate data	2	25/103	5	59/103	3	13/90	4	45/90
Writing ability	3	22/101	3	59/101	6	9/89	5	42/89
Understanding of instructor, methods	4	18/99	4	61/99	7	6/85	7	20/85
Availability of funds	5	16/94	8	7/94	2	25/89	9	14/89
Ability to recognize and state problems	6	15/102	2	67/102	8	3/90	1	53/90
Personal background	6	15/97	5	59/97	9	2/85	2	50/85
Attitude toward research	8	12/99	3	66/99	4	11/86	3	46/86
Cooperation from faculty or staff	9	11/103	1	72/103	4	11/88	6	35/88

The respondents' ratings of how well they felt different research skills were developed in the BYU courses (referred to later as "course helpfulness") and how often they perceived themselves presently using those skills are summarized in Table 4. The skills are ranked according to perceived course helpfulness in developing that skill.

The respondents felt that the research courses were least helpful in developing the ability to think and write clearly and objectively, whereas this same skill was reported to be the second most often used skill. The ability to organize, manipulate, analyze, and interpret data, and the ability to apply research methods to librarianship were seen as problems in the course, but neither were among the most frequently used skills. The ability

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to understand and evaluate the research of others ranked higher in use frequency than it did in course helpfulness. The ability to understand research methods and the ability to identify and state problems both had very similar helpfulness and usefulness ranks. The course was second most helpful in aiding respondents to develop the ability to understand the nature and purposes of research, but this skill was ranked only sixth by most frequent use.

It should be noted that the skill of ability to locate desired literature was ranked first in both course helpfulness and use frequency. Even though there were some exceptions, generally there was a fairly close relationship between how helpful graduates thought the research courses were in developing research skills and how frequently they now use those skills.

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Table 4

Ratings of Course Helpfulness and Present Use Frequency of Different Research Skills

Skill	Course Helpfulness				Present Use Frequency			
	Rank by most helpful	Quite to very responses total responses	Rank by least helpful	Rarely to not at all responses total responses	Rank by most frequent	Frequently to very frequently responses total responses	Rank by least frequent	Seldom to Never responses total responses
Locate desired literature	1	66/105	7	9/105	1	66/101	7	16/101
Understand nature and purposes of research	2	63/105	7	9/105	6	46/101	3	29/101
Understand research methods	3	53/105	5	14/105	7	36/100	4	27/100
Identify problems and formulate problem statements	4	48/105	6	12/105	4	49/101	2	30/101
Understand and evaluate research of others	5	47/105	4	18/105	3	51/101	6	20/101
Apply research methods to librarianship	6	46/104	2	20/104	8	27/101	1	42/101
organize, manipulate, analyze and interpret data	7	45/104	2	20/104	5	48/101	5	23/101
think and write clearly and objectively	8	39/105	1	23/105	2	41/99	8	13/99

Crosstabulations of Skills Ratings

Generally respondents who rated the courses as more helpful in aiding development of research skills also indicated that they used the same skill more frequently. With one exception, each of the eight crosstabulations in this category was significant at least at the .05 level.

The data indicated that a high percentage of those respondents who felt the courses were "quite" to "very" helpful in helping them develop the skill of writing and thinking clearly and objectively also felt that they now use the skill "frequently" to "very frequently." However, a substantial 47.5 percent of those who felt the course was "somewhat" to "not at all" helpful reported that they use the skill "frequently" to "very frequently." As Table 4 indicates, a greater number of the sample responded negatively to course helpfulness on this skill than any other.

Of those who responded that the research courses were "somewhat helpful" to "not at all helpful" in aiding the development of the skill of organizing, manipulating, analyzing, and interpreting data, 63.6 percent indicated that they use this skill only "never" to "sometimes." The data indicated a tendency for respondents who thought the courses were helpful in developing this skill, to also use it more often.

When respondents were asked how helpful they thought the BYU research courses were in helping them develop the skill of applying research methods to librarianship, the response they gave had little relationship to how frequently they reported using that skill. This relationship was the only one in this category which was

not significant at the .05 level. On the other hand, there was a fairly strong tendency for respondents to rate course helpfulness in teaching the ability to evaluate the research of others the same as use frequency for this skill.

This same tendency was evident in the respondents' ratings of understanding research methods, but it was not as marked. Those respondents who felt the research courses helped to develop the skill, also felt they used it more. However, a significant number of those who gave the courses a high helpfulness rating did not feel they used the skill frequently. The ratings of the skill of identifying problems and formulating problem statements had very similar data. The responses again indicated a fairly strong positive relationship between course helpfulness ratings and use frequency ratings.

Again, respondents rated course helpfulness in understanding the nature and purpose of research generally quite closely with how they rated the use frequency of this skill. However, once again there were also a significant number who felt the course was more helpful in developing the skill than their present use of it. The most statistically significant crosstabulation of the skill ratings was that of the ability to locate desired literature. It was significant at the .0001 level. The overwhelming majority of respondents indicated that the course was "quite" to "very" helpful and that they used the skill "frequently" to "very frequently."

Crosstabulations of Research and Related Activities with Skill Ratings

These crosstabulations correspond to section II and section III-E of the questionnaire. In crosstabulating each of the variables in section II with each of those in question III-E, eighteen tables were generated which had a significance level of .05 or better. Several others were close to that level. None of these eighteen tables showed a strong relationship between respondents' participation in research and related activities and their ratings of the courses' helpfulness in developing the different skills. All eighteen were concerned with how frequently they used different skills.

ALA membership showed a relationship to use of thinking and writing clearly and objectively at the .0049 level. Exactly 80 percent of those belonging to ALA reported that they used the skill of thinking and writing clearly and objectively "frequently" or "very frequently." Only 20 percent of ALA members rated the use of this skill "never" to "sometimes."

Of those respondents holding no offices, 68.3 percent indicated that they did not use the skill of understanding the nature and purpose of research more often than "sometimes." On the other hand, of those holding one or more office, 66.7 percent reported using this skill "frequently" to "very frequently." The significance level of this relationship was .0024.

Generally those who reported presenting more seminar/workshop presentations also revealed more frequent application of research methods to librarianship. This relationship was significant

at the .009 level. There were no significant relationships found between professional reading and frequency of using research skills.

The number of publications reported by the respondents related positively with how often they reported a need to understand the nature and purpose of research, and with the ability to locate desired literature. Of those reporting no publications, 67.9 percent reported that they "never" to "sometimes" use the skill of understanding the nature, and purpose of research. On the other hand, 76.0 percent of those indicating one to two publications reported using that same skill "frequently" to "very frequently." The same general trend is true for the skill of locating desired literature, except more of those reporting zero publications indicated using the skill "frequently" to "very frequently."

The number of publications in professional literature also related positively with the use of understainding the nature and purpose of research at the .0005 level. Eighty-one percent of those reporting one to two publications in professional literature and 62.5 percent reporting more than two publications also reported that they use the skill of understanding the nature and purpose of research "frequently" to "very frequently." Sixty two percent of those reporting more than two professional publications also reported using the skill of applying research methods to librarianship "frequently" to "very frequently."

Respondents' participation in formal research projects showed a relationship at the .0034 level with their use of understanding the nature and purpose of research. Of those reporting at least one formal research project, 84.6 percent reported that

they used the skill of understanding the nature and purpose of research "frequently" to "very frequently." Ninety-two percent of those reporting at least one formal research project rated their use of understanding research methods as "frequently" to "very frequently." The later relationship was significant at the .0002 level. Whether respondents participated in formal research projects also was related to their frequency of identifying problems and formulating problem statements and proposals at the .0047 level of significance.

The times respondents reported gathering data to solve professional problems related to their use frequency of the ability to think and write clearly and objectively at the .0009 level of significance. For example, 75.8 percent of those reporting that they gathered data eight or more times rated their use of this skill as "frequently" to "very frequently." On the other hand, 71.4 percent of those responding that they gathered data zero times also reported using the writing, thinking skill only "never" to "sometimes."

Another of the factors concerning research and related activities which showed a relationship with the use of several research skills, was percentage of job time allowed for publishing and research activities. Each of the following skills' use tended to be "frequently" to "very frequently" if the respondents were allowed more than five percent of their job time for research and publishing: 1) understanding of research methods; 2) applying research methods to librarianship; 3) formulating problems, statements, and proposals; 4) and evaluating the research of

others. Each was significant at least at the .003 level.

Crosstabulations of Graduation Year With Research and Related Activities, Skill Ratings, and Likes And Dislikes of Courses

Surprisingly few relationships were found between the year respondents received their M.L.S. and any of the factors listed in the heading. Only three crosstabs tables were found to be significant at the .05 level or better. Few others even came close. Although not significant, those who graduated in later years belonged to ALA slightly less often than those graduating in earlier years. Those graduating earlier tended to report that they were more often allowed more than five percent of job time for research and publishing activities than those graduating in more recent years. This relationship was significant at the .04 level.

Another significant relationship with year of graduation was the respondents' ratings of present use for the skill of formulating problems, statements, and proposals. Those graduating in the years of 1978 to 1980 responded with an 82.6 percent majority that they used this skill "never" to "sometimes." Only 17.4 percent of the 1978 to 1980 graduates used the skill "frequently" or more, but 61.3 to 50 percent in each of the other years used the skill at least "frequently." This relationship was significant at the .0067 level.

The same general trend was true for the skill or ogranizing, manipulating, analyzing, and interpreting data, although this relationship was only significant at the .058 level. Generally, fewer graduates from the more recent years reported frequent or

greater use of this skill than those from the earlier years. Although it was expected that there would be some relationships found between graduation year and likes and dislikes of the courses, the only ones that were close showed that a greater number from the 1975 to 1977 period reported they did not like the rigid structure and inflexibility of the course or the emphasis on format.

Crosstabulations of Length of LIS Employment Since MLS with Skill Ratings and Research Related Activities

Generally, data indicated that the length of library employment showed no significant relationship to helpfulness and use frequency ratings of research skills or to research and related activities in section II of the questionnaire. One of the two significant relationships in this category was that those employed longer tended to do more LIS professional reading. Of those who had been employed in the field less than one year, 85.7 percent reported zero hours per week of LIS reading. Of those employed one to five years, only 20.5 percent fall into this category and only 17.4 percent of those employed over five years. It should be noted that most of those indicating zero hours reading may have been employed in the LIS field in the past, but were presently employed in another field or unemployed. This relationship was significant at the .0026 level.

The other trend in this category which was almost significant at the .05 level was that those employed longer more often belonged to ALA than those employed in the LIS field a shorter

length of time. Eighty percent of those employed less than one year did not belong to ALA, but only 46.9 percent of those employed more than five years did not belong.

Crosstabulations of Factors Influencing BYU Project and Research Now with Skills Ratings, and Participation in Research and Related Activities

Many significant relationships were found between influencing factors and skills ratings. It would not be feasable to discuss each one individually, but generally for the majority of influencing factors, if the respondents said the factor had a positive influence on the BYU project or present research, they rated the BYU research courses as more helpful in developing research skills, and the frequency use for the skill as higher. For example, if they rated the influence of faculty cooperation on the BYU project as positive, they rated the BYU courses as more helpful in developing skills such as understanding the nature and purpose of research, understanding research methods, applying methods to librarianship, and identifying problems and writing problem statements and proposals.

Several significant relationships were also found between influencing factors and research and related activities. For example, those reporting a higher number of publications more often reported that writing ability and attitude toward research, were positive influences on current research.

Those reporting that they gathered data to solve professional problems almost always reported that writing ability,

ability to recognize and state problems, and the ability to manipulate data had a positive influence on present research. The respondents who reported at least one formal research project nearly all reported that the influence of staff cooperation and of personal background on current research was positive.

Those reporting that more than five percent of their job time was allowed for research and publishing activities more often reported that understanding research methods, availability of funds, attitude toward research, ability to state problems, ability to manipulate data, staff cooperation, and personal background all had a positive influence in present research activities. Those indicating they had less than five percent of their time for research and publishing activities more often reported that all the above factors were negative influences on current research.

Crosstabulations of Type of Institution Served With Skills Ratings and Participation In Research Related Activities

The type of institution served was also significantly related to hours of LIS reading. The publish librarians and university/college librarians had the highest percentages of respondents who read three or of those respondents serving in university, college, or public libraries, about 60 percent of each group belonged to ALA, whereas only 26.3 percent of school librarians, and 38.1 percent of special librarians belonged.

The relationship between type of institution served was also significantly related to hours of LIS reading. The public librarians and university/college librarians had the highest

percentages of respondents who read three or more hours per week and the lowest percentages who read zero.

Chapter 5

SUMMARY AND CONCLUSIONS

As indicated in the literature, the emphasis of research in librarianship and in library schools has been increasing somewhat in the past two decades, but much progress still needs to be made. This study sought to shed some light on whether emphasizing research in library school seems useful to graduates when they leave. It also sought to determine graduates' perceptions concerning the BYU research courses, their participation in research related activities, and selected personal characteristics. Important data were discovered in both frequencies and crosstabulations of graduates' selected personal characteristics, perceptions of the research courses, and applications of the research courses, which aid in discovering implications for library education, especially at BYU.

Summary of Findings

The data showed that a majority of respondents did not belong to ALA, give seminar/workshop presentations, hold offices in professional organizations, have some job time allowed for publishing and research activities, publish, or participate in formal research projects. However, the majority did read LIS journals or books at least one hour per week, belong to a state library organization, have at least some interest in doing LIS research, and gather data to solve professional problems.

In general, the data showed that how well graduates thought research courses helped them to develop research skills corresponded directly with how often they perceived themselves as using the same skills. However, the skill of the ability to think and write clearly and objectively was used substantially more frequently than the course was rated as helpful in developing that skill.

Participation in several research and related activities corresponded positively with use frequency of some of the research skills. Percentage of job time allowed for research and publishing related positively with how often respondents used most research skills. With a few minor exceptions, the year of graduation, type of institution served, or the length of library employment since receiving the M.L.S. did not relate significantly with use of research skills, research and related activities, or likes and dislikes of the research courses.

Although respondents were generally more often positive than negative, ranking of course dislikes and of factors influencing the project and present research most negatively revealed some possible weaknesses of the courses. Lack of time was the greatest problem with both the BYU project and present research. Lack of adequate preparation for the project was the most often mentioned objection to the research courses.

Generally, those responding that a certain factor had a positive influence on the BYU project or present research, also tended to rate the courses as more helpful in devloping many of the research skills, and use of those skills was greater. Those reporting that some of the factors had a more positive influence

on present research also particpated more in some research related activities, particularly in publishing, gathering data to solve professional problems, and formal research projects. Those indicating more positive influences also tended to be allowed more job time for research and publishing activities.

Conclusions and Recommendations

Although the majority of respondents did not directly participate in research projects or publishing, the majority did report that they often use many of the research skills and participate in activities such as gathering data to solve problems. This implies that research skills are used on the job and that it is thus important that they be taught in library school. However, how they should be taught is another matter.

Since almost none of the graduates report participating in formal research projects once they leave the school, perhaps this may suggest that there could be alternative ways of teaching research skills besides requiring a long, formalized, structured paper. Although this is the most commonly used method, it may not be the best. One practical alternative might be to require a publishable article instead of a long formal research paper. This may, in some cases, help reduce the primary negative influence reported in this survey--lack of time. It would also be more practical and probably relate more to the kind of writing which may be done on the job. It may also encourage students to choose a project which could be publishable and be of interest to the profession. Another alternative may be to give students a choice between either a long formal

paper or a publishable article.

In spite of the fact that writing the paper requires a substantial amount of writing, a significant number of graduates in this survey indicated that the courses were weak in teaching the skill of thinking and writing clearly and objectively, one of the most used skills after they leave the school. This implies that perhaps writing skills need to be taught better not only in the research courses but in all the courses of the school. Possibly one way to do this may be to require the writing of more short papers in all classes.

Another skill which respondents felt was used more than the research courses helped them to develop it was the ability to understand and evaluate the research of others. Since teaching this skill is one of the stated objectives of the courses, more emphasis needs to be given it. Perhaps this could be done in 534.

The lack of adequate preparation for the project was the most commonly mentioned dislike of the research courses and ability to organize, manipulate, analyze, and interpret data was the skill which the research courses were rated as second least helpful in developing. In light of this, perhaps there is inadequate emphasis on this skill in the courses, and graduates feel unprepared for the project since they had not ever learned how to organize and interpret such a vast amount of data. Several others commented that 534 did not prepare them for the statistical analysis skills required in their project. Still others recommended that a statistics course be required like it is of most other graduates. Another possibility that might reduce the feeling of

being thrown into too much too soon with the project is to have students decide on a topic and get a problem statement approved before entering 696.

In order to reduce the lack of time, reported as the most negative influence on the project, perhaps more credit hours could be given if the structure of 696-697 remains the same, a publishable article from the project could be written instead of the long paper, or the final draft could be turned in a semester later after the rough draft has been critiqued. Since most other graduate programs give students several semesters to do their thesis and recommend taking few or no other classes with it, it is recommended that the BYU library school do the same. Some of the respondents commented that they felt students should not only be given more time to complete the project, but that it should have thesis status. One respondent commented that if projects weren't given thesis status, it made them self defeating because they were not indexed or made easily available to anyone else in the profession. Part of the purpose of research is to share the results with others, thus it is recommended that if writing a formal project is to remain required, that it be given the status of a thesis. This may not only make the projects more available to others, but encourage higher quality projects.

Since type of institution served, year of graduation, or years of LIS employment had little relationship to perceptions of the courses or participation in research related activities or other professional applications of the courses, then no basis for comparing the courses before and after the major changes in

them were given in this study. These findings suggest that where graduates are employed, when they graduated or their years of experience in the field has little to do with their attitude toward the research courses or with whether they apply the skills learned, either directly or indirectly.

One of the variables which significantly related to the most other variables was the percentage of job time allowed for present research. Although this cannot help much in finding implications for library education at BYU, the fact that over 60 percent of respondents reported that no job time at all was allowed for research and publishing activities, does not speak well of the profession's emphasis on research. Many comments were made by respondents which verified this. One said "A lot of research isn't possible in the daily performance of library work. In theory it's great, but in practicality there just isn't time. . ." Another commented, "I would pursue more research projects . . . but my employer discourages it because we are understaffed. . . . Students should realize that some employers and some working situations do not encourage this even off the job." The fact that a substantial number of respondents reported that staff cooperation was a negative factor in present research also verified that if the needed research in librarianship is to be done, then either more time needs to be given practitioners to do the research or more emphasis and time needs to be devoted to it in the library schools. For BYU library school, which already stresses research, it is recommended that they not drop that stress, but allow more time for it, make the research more available to the profession, and encourage projects which can help solve the

practical problems of the profession. As previously mentioned, perhaps one way to encourage practical projects is to give students the option of writing a publishable article from their project instead of writing a long formal paper.

In summary, then, from the data it was concluded that: BYU library school should continue stressing teaching of research skills since the majority of graduates find them useful in some ways once they leave the school. However, it is also recommended that they reconsider their methods of teaching these skills. More time and credit need to be given if quality projects are to be expected. If the research done is to be important to the profession, results must be made available either by giving the students the option of publishing an article instead of writing a long paper or by giving the project thesis status. In order to prepare the students better for the project, they must be taught more sophisticated analysis skills, either within the dapartment or outside it before entering LIS 696. They must also be taught more writing and critical thinking skills, and be exposed more to analyzing others' research before entering 696.

Suggested Additional Research

A study similar to this might be done comparing BYU with another library school under a different system of teaching research skills. For example a library school requiring a basic research course but making a research paper optional might be surveyed. An evaluation of all the BYU research projects could be made using established criteria. This could help the school determine if they

are helping students do quality projects, and serve as a comparison of early and later projects. An evaluation of the publications, research projects, reading and other professional activities of BYU SLIS graduates could be made. Another possible project could be to survey professional librarians concerning which research skills they feel should be taught in library schools, and which methods they feel could best teach them the skills in a way that would better prepare them for their job.

Also, a research skills test could be given to students both before and after different research courses in several library schools to determine the teaching efficiency of different methods. Another possible project might be to survey masters graduates from several other professions inquiring about their use of research skills, time allowed for research, and other similar things, then compare their answers to those of library school graduates. These suggestions for additional research are only a few examples of the numerous studies to be done concerning the use of research courses in on-the-job librarianship, as well as the effectiveness of different methods in teaching research skills.

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APPENDIX

COVER LETTER AND QUESTIONNAIRE

FOR SAMPLED GRADUATES OF THE 1969-1980 CLASSES

SCHOOL OF LIBRARY AND INFORMATION SCIENCES

BRIGHAM YOUNG UNIVERSITY

Dear BYU Library School Graduate:

The School of Library and Information Sciences at Brigham Young University is striving to make its curricula more meaningful. In order to do this, the school needs continuing input from graduates.

This study was designed primarily to provide feedback about the research courses at the library school and their applications. Because the courses have changed markedly since the school began, a random sample of classes before and after the major changes occurred in 1972 and 1978 are being surveyed so comparisons can be made.

Each and every response is important when a limited population is surveyed, so your candid response is vital and will be appreciated. We would like to receive the questionnaire, if possible, by April 1. An addressed, stamped envelope is enclosed for your convenience. If you desire a summary of the results, please send a self-addressed, stamped envelope.

If your articles, presentations, or proposals requested in question II E, B, and H are numerous or long, you may want to merely indicate where they may be found or give a brief summary. Return postage included will not permit enclosing more than two extra pages.

You can be assured that no one but myself will see individual responses to the questionnaire. However, any articles you send will be placed in your library school file to update it unless you specifically ask that they not be. Thank you very much.

Sincerely,

Gayla M. Staples

QUESTIONNAIRE

I. GENERAL INFORMATION

A. Type of institition for which you work. (Please circle appropriate answer)

1) special library
2) elementary or secondary school library
3) university library
4) college library
5) public library
6) other (Please specify.)_____.

B. Job title_____.

C. Length of employment in LIS profession since MLS_____
Before MLS_____
Length of employment in another profession since MLS_____
Before MLS_____.

D. Year and semester you received MLS_____.

E. Degree(s) held before MLS_____
Since MLS_____.

II. RESEARCH AND RELATED ACTIVITIES

A. Please list professional organizations to which you belong with any offices held in parenthesis_____
_____
_____.

B. How many seminar/workshop presentations have you made in the past two years?_____. Please describe each one briefly and attach a copy if available. Fee free to use reverse side or attache a separate paper for this or any other question.
_____
_____

C. How many hours a week do you spend reading LIS journals or books?_____. Please list those journals you read regularly_____.

D. What are some examples of articles or books which stand out in your mind that have helped you in making professional decisions?_____
_____.

E. What have you published in the past two years. (Please list where published and attach a copy of the article(s)_____
_____
_____

F. Please rate your interest in doing LIS research given adequate time and tools. (Please circle answer)

1) no interest
2) little interest
3) some interest
4) interested
5) very interested

G. How many times in the past year have you gathred data to help solve professional problems?_____Please give some examples_____
_____.

H. How many of the above were formal research projects?_____ Please describe each one briefly and attach a copy of the proposal if available_____
_____

I. What is the approximate percentage of your on the job time alloted to research and publishing activities?_____

III. RESEARCH COURSES AND THEIR APPLICATION

A. What are the major things you like about the research courses at BYU Library School?_____
_____
Disliked?_____
_____

B. Overall, how would you rate the BYU LIS research courses in helping you prepare for your job?

1) very poor
2) poor
3) fair
4) good
5) excellent

C. Please indicate whether each of the following factors had a positive (+), negative (-) or no (0) influence on your BYU LIS research project and what influence each has on current research activity.

	BYU PROJECT	NOW
1) Time availability	+ - 0	+ - 0
2) Understanding of instructor or methods	+ - 0	+ - 0
3) Availability of funds	+ - 0	+ - 0
4) Attitude toward research	+ - 0	+ - 0
5) Writing ability	+ - 0	+ - 0
6) Ability to recognize and state problems	+ - 0	+ - 0
7) Ability to understand and manipulate data	+ - 0	+ - 0
8) Cooperation from faculty or staff	+ - 0	+ - 0
9) Personal background	+ - 0	+ - 0
10) Other major influencing factors (Please Specify)_____		

D. For column D below, please estimate to what extent you feel that the research courses at BYU LIS school helped you <u>develop</u> each skill listed on the left.

E. For Column E below, please estimate how frequently you <u>use</u> each of the skills now.

SKILL	D. (COURSE HELPFULNESS) 1 not at all, 2 barely, 3 somewhat, 4 quite, 5 very	E. (USE NOW) 1 never, 2 seldom, 3 sometimes, 4 frequently, 5 very frequently
1) Ability to understand nature and purposes of research	1 2 3 4 5	1 2 3 4 5
2) Ability to understand research methods	1 2 3 4 5	1 2 3 4 5
3) Ability to apply research methods to librarianship	1 2 3 4 5	1 2 3 4 5
4) Ability to identify problems and formulate problem statements and proposals	1 2 3 4 5	1 2 3 4 5

SKILL	D. (COURSE HELPFULNESS)					E. (USE NOW)				
	1 not at all	2 barely	3 somewhat	4 quite	5 very	1 never	2 seldom	3 sometimes	4 frequently	5 very frequently
5) Ability to understand and evaluate research of others	1	2	3	4	5	1	2	3	4	5
6) Ability to locate desired literature	1	2	3	4	5	1	2	3	4	5
7) Ability to think and write clearly and objectively	1	2	3	4	5	1	2	3	4	5
8) Ability to organize, manipulate, analyze, and interpret data	1	2	3	4	5	1	2	3	4	5